



Cap sur l'école inclusive
en Europe



Pedagogical sheet

Bullying /Emotions and empathy

Section of the module/E

Contact:Luis Neves

Partner Entity:: Associação de Solidariedade Social dom Algarve OMNES
PRO UNO



Objectives

- Identifying aggressive, manipulative, passive and assertive attitudes,
- Reflecting about causes and consequences of bullying
- Promoting taking the perspective of the other.
- Improving interpersonal relationships
- Exploring means that facilitate the control of bullying at school

Principles and theoretical fundaments on the basis of the theory

A research made the University of Oxford, in the United Kingdom, found a connection between bullying suffered during adolescence and symptoms of depression in adulthood.



The conclusions of the research mentioned before were the following :

- From the 683 youngsters that often suffered bullying – more than once a week – when they were 13 years old, 14,8% were depressive at 16.
- From the 1.446 individuals that reported moral harassment of one to three times in a period of six months, 7,1% suffered from depression at the age of 18.
- The study also showed that other behavioural factors – mental problems, family conflicts and stress – also influence the symptoms of depression on people who suffered moral harassment quite often, and the tendency to develop the disorder in the future is twice bigger.
- The student who suffers from bullying, especially when he doesn't ask for help, faces fear and shame of going to school. He may want to drop out school, he doesn't find himself good enough to fit in a group and he may have a low school performance. Those who manage to react may have, alternately, moments of anxiety and aggressiveness. In some extreme cases, bullying may affect the emotional state of the youngster in such a way that he may opt for dramatic situations, like suicide.

Target public

Youngsters who attend the 3rd cycle of Basic Education, namely the 9th grade

Material / Instruments :

Guide of the different situations of bullying, worksheet of reflection/ analysis of the character.

Bibliography / References :

Educate for citizenship – Manual of pedagogical games for youngsters

Webgraphy:

Stop Bullying – an educational resource based on the human rights to fight against discrimination (https://www.amnistia.pt/wpcontent/uploads/2017/10/Manual_Stop_Bullying_AI_Portugal.pdf)

Bullying (<http://www.apavparajovens.pt/pt/go/o-que-e2>)

http://www.irenemaluf.com.br/artigos/bullying_triangulo_da_agressividade.asp

<https://www.portalbullying.com.pt/>

<http://escolasaudavelmente.pt/pais/comunicar-com-os-filhos/falar-sobre-o-bullying>

<http://www.uniara.com.br/cop/artigos/bullying-escolar-na-adolescencia7>

Presentation of the methodology (description of the Activity)

According to the necessary number of characters for each role-play, the students are divided into small groups (never more than five).

The teacher explains that according to the presented situations, the students should prepare a role-play (the situations portray several episodes of bullying, where there are aggressive and manipulative, passive and assertive characters).

They are suggested to, among them, distribute the roles related to each character.

They are given some time to think about the role they are going to perform for better knowing the motivations and reasons for that behaviour and attitudes. In this phase, the student may be given some guidance, for example, a worksheet with some questions:

- Think about your character. What kind of person is she/he?
- What do you think she/he is thinking about in this situation?
- Why does she/he act this way?
- What kind of relationship does he/she have with the other characters?

- What do the other characters think about him/her?
- How did she/he come to this situation?

After this analysis, each student may discuss his answers with his group,

The groups present their role-plays.

Then, there is a debate of ideas, in the large group, where the different characters' behaviours, feelings and reactions will be analysed.

After the debate, each group will be asked to decide, in their opinion, the best solution for each situation, making a new role-play.

At last, each student will make a reflection about the solutions presented by the different groups.

Some questions for reflection will be raised:

- Is the solution viable?
- Will it allow coming out of it safely?
- Can it contribute for such situations not to repeat?

Conclusion:

This activity aims at:

- Making the students see more clearly the values involved in the performance of each character as well as the consequences of their attitudes.
- Making them take the position of the other which will allow them to face and better deal with possible situations similar to the ones they have reflected about.
- Making them understand the feelings and the impact that bullying has on the life of those who are victims of it.
- The teacher may get some feedback from the impressions of the students about bullying and about how each of them faces "difference".

Skills affected

- Communication in the mother tongue;
- Social and civic skills;

- Sensitiveness and cultural expression;
- Teamwork.

Evaluation:

It is measured according to the ability to:

- Develop the scientific ability for the study of bullying
- Improve oral expression
- Work in group
- Reuse the specific terminology in a variety of contexts of communication
- Raise motivation about the topic in other disciplinary areas like the dramatic staging.